

Lesson plan | Creativity is GREAT

Topic: Creativity and innovation

Objectives:

- To discuss what constitutes creativity and identify examples of innovation in Britain and internationally
- To identify the meaning of vocabulary in the context of creativity and innovation
- To practise the sub-skill of reading for gist
- To identify the form of the present perfect tense and explore its use to link the past with the present with the word *since*
- To distinguish between when to use the past simple tense (to refer to completed actions in the past) and when to use the present perfect tense (to connect the present with a past time)

Procedure

Warmer (15 mins)

Task 1

- Hand out Task 1
- Ask the students if they recognize any of the words in the word cloud and discuss their responses
- Ask the students to make a sentence from the words in the word cloud and elicit a few examples to write on the board

Task 2

- Tell the students they are going to construct some facts based on the words in the word cloud (some of these may relate to their sentences from the previous activity)
- Ask the students to match the beginnings to the endings to make complete sentences (see 'Notes' for further guidance/ suggestions)

Task 3

- Show the poster 'Creativity is Great'
- Ask students if they recognise the characters, and have a brief discussion about who they are
- Elicit/ pre-teach the word *contraption*
- Elicit what the students think the invention might be (a steam powered wheelchair) and show the short clip
- Elicit suggestions for what the 'Snoozatron' might be and show the next clip
- Tell the students that before they learn about more inventions, they will discuss their own attitudes towards creativity

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Speaking (10 mins)

Task 4

- Allocate pairs
- Hand out Task 4
- Give students a few minutes to prepare their responses to question 1 and then monitor as they give a short talk about their own attitudes, giving feedback where required and making a note of common errors
- Encourage students to join up with another pair to discuss music in a wider context (question 2) for a few more minutes and then feed back as a whole group, promoting effective debate in relation to the different opinions of those present
- Address any common errors noted during pair and group discussion

Pre-reading vocabulary activity (10 mins)

Task 5

- Hand out Task 5
- Ask students to match the words to their definitions

Reading Task (gist) (5 mins)

Task 6

- Handout Task 6
- Ask students to consider the question while they read the text
- Explain that, because they are reading for gist, and not detail, that you will give them a time limit
- After reading, ask students which invention they think is most innovative and why

Grammar focus

Task 7

- Elicit prior knowledge of the form and use of the present perfect tense
- Hand out Task 7
- Guide students through the explanation, asking concept questions throughout and eliciting further examples of the present perfect from the sentences in Task 2

Grammar practice

Task 8

- Hand out Task 8 and monitor as learners complete sentences a) to g)
- Ensure they refer back to the earlier text to check their answers
- Give a time limit of five minutes for students to write down sentences about their achievements, providing assistance where required
- Allocate small groups and instruct students to discuss their achievements
- Ask one student from each group to report anything interesting to the rest of the class

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- Ask the whole class whose achievements they feel are most creative
- Discuss any other important events which happened in 2009 or since then

Notes

Task 2

- The aim of this activity is to set the context and raise schemata, however it will also provide a springboard for discussion of unfamiliar names/ terms and also the opportunity to outline key vocabulary such as *innovative*.
- This could be set up as a mingling activity whereby each student is given part of a sentence and they have to find another student to complete their sentence, which can then be read to the rest of the class
- Another suggestion would be to base a running dictation activity on the sentences, whereby students work in pairs to make complete sentences. The 'writer' could be given the beginnings, while the 'runner' could provide the endings by reading them from cards stuck around the classroom. For more information about running dictations, follow this link:

Task 5

- To give the activity a kinaesthetic feel, the table could be enlarged, photocopied and cut into individual cards for the students to match up in pairs
- Quick finishers could be asked to write synonyms/ antonyms for the words or encouraged to use the National Corpus (link:) to find common collocations of the given vocabulary.

Extension activities

Option 2

- The link provided gives instructions on how to make various contraptions. This could form the basis of a lesson about imperatives, or could be a springboard for teaching passive constructions used to describe a process

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Suggested answers

Task 2

Beginning of sentence	Ending of sentence
British musical artists such as Adele, Coldplay and Jay Sean...	...accounted for almost 12 per cent of global sales of recorded music during 2010.
UK films have won 21 Oscars in the past 5 years, and the UK is one of the world's leading producers of TV formats,....	...with programmes such as the X-factor and Strictly Come Dancing shown in over 70 countries.
Nearly half the world's top 100 computer games development companies are based in the UK -including major international studios such as Microsoft, Sony and Nintendo.
Contemporary British fine artists are renowned the world over for their daring and innovative work - ...	Steve McQueen, Tracey Emin, Sam Taylor-Wood and Chris Ofili.
As the second-largest exporter of music in the world,...	...UK music has won 23 Grammys in the past three years alone.

Task 5

1. e
2. i
3. k
4. a
5. g
6. c
7. d
8. l
9. h
10. j
11. f
12. b

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Task 8

Complete the following sentences taken from the text, using either the present perfect tense or the past simple tense.

- a) In the late 1970s, James Dyson *_designed_* (design) a bagless vacuum cleaner which would not lose suction as it picked up dirt.
- b) Dyson *_launched_* (launch) the 'G-force' cleaner in 1983.
- c) Later, in 1993, Dyson *_set up_* (set up) his own manufacturing company in Wiltshire, England.
- d) Since then, the Dyson vacuum cleaner *_has become_* (become) one of the most popular brands in the UK.
- e) In 1989, he *_watched_* (watch) a TV programme about the spread of AIDS in Africa
- f) Since then, Bayliss *_has received_* (receive) countless awards.
- g) In June 2005, Bayliss *_received_* (receive) an honorary doctorate from Leeds Metropolitan University

Use the text to check your answers.